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ABSTRACT

Morocco's existing non-formal education programs involving women (Foyers Feminins and Ouvroirs) cater to female adolescents from low-income families and are almost entirely oriented to the teaching of traditional feminine crafts. Efforts are being made by both programs to introduce non-craft training in areas related to the modern economic sector. Other government-sponsored non-formal educational programs involving women include Handicraft Training, Commercial Training, and Hotel Training. However, women are severely limited in access to these vocational training programs. Although Ouvroirs Training Centers are commended for their market-orientation, organization of trainees into production units, and reorientation in basic training objectives to upgrade the scholastic component, neither the Foyers Feminins program nor the Ouvroir Centers are fully responsive to changing social and economic conditions. Recommendations include: strengthening of Foyers Feminins and Ouvroir curricula to make them more responsive to both remedial education needs and economic prospects of female adolescents; expansion of the current vocational training system to extend industrial training to both sexes; expansion of commercial training opportunities for women; and establishment of special training programs for rural women in agriculture-related fields. (Author/CM)

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AN EVALUATION OF NON-FORMAL EDUCATIONAL PROGRAMS FOR WOMEN IN MOROCCO

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AN EVALUATION OF NON-FORMAL EDUCATIONAL PROGRAMS FOR WOMEN IN MOROCCO

Joint Report Prepared for A.I.D. by

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[1979]

The views and interpretations in this publication are those of the author and should not be attributed to the Agency for International Development or to any individual acting in its behalf.

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I. Purpose of Team Visit

One serious constraint to development in Morocco is the paucity of trained manpower at all levels of the economy. The national illiteracy rate is 76% for all citizens, and 86% for females. In rural areas, only 2% of all women have basic reading skills. The Government of Morocco has invested a considerable portion of its budget in formal education. Nevertheless, only 44% of school age children are enrolled in primary school, and only 15% of girls in that age group are enrolled.

These statistics on literacy and school enrollment have their consequences for economic development in Morocco, since semi-literate or illiterate women, however intelligent, cannot participate fully in the country's labor force. A growing number of women are seeking entrance to the labor market in Morocco: in fact, today one-quarter of the female population is employed. This female labor force is young, and these women work mostly in the public sector, as civil servants (mainly teachers), or in the private sector, as maids, agriculture workers, in the textile and clothing industries, and the like.

In an effort to accelerate and expand educational and employment opportunities for women, the Government of Morocco is looking for non-formal approaches to education and training which will reach a large segment of the unschooled population without overtaxing the national budget. There are several non-formal education programs which are national in scope, and two of which are exclusively for women: the Foyers Feminins, and the Ouvroir Centres. The Government is interested in exploring ways of improving and expanding these non-formal training programs as well as exploring alternative programs which might address two ultimate goals of any developing country: a literate female population, and a more skilled female work force.

It was agreed that the first step in these explorations was a preliminary review and evaluation of the two existing non-formal education programs for women, after which it would be appropriate to discuss specific technical assistance or support which these programs (or alternatives) might require. The study team was constituted to maximize the scope of the preliminary field investigation. It included a social demographer whose work has focused on female employment in the Arab World; a manpower economist who

who had recently returned from a study of human resources development in a Sub-Saharan country; an education planner whose work had been mainly in planning and evaluation of formal education programs; and a non-formal education expert who had worked with the Peace Corps both in North Africa and in Sub-Saharan countries. It should be noted that all four spoke French, and two of the four were native Arabic speakers.

This report is the product of an 18-day trip in December 1976. It contains detailed descriptions and evaluations of the programs that are available to female adolescents in Morocco. It also contains numerous recommendations for follow-up activities. It is the team's sincere wish that this report constitutes the beginning of a continuing dialogue with the Government of Morocco on ways of enhancing the ability of Moroccan women to contribute to the country's social and economic development.

II. Summary of Findings

A. There is urgent need for non-formal education programs for female adolescents in Morocco, both because of the high illiteracy rates among women and because of the considerable proportion of girls from the poorer segments of the population who drop out of school before completion of primary education. Only 19% of the female school age population is currently attending school.

B. Non-formal training programs for women must also be established to meet more effectively the needs of uneducated and poorly trained Moroccan women who are increasingly forced to assume primary economic responsibility for themselves and their children.

C. During the 1960-1971 intercensal period, the active female labor force increased by 75%. In urban areas, the number of economically active women doubled, particularly among the 15-24 age group. During this same period the number of female job seekers has multiplied tenfold. In 1960, female unemployment accounted for 2% of all the unemployed; in 1971, it accounted for 21%.

D. Existing non-formal education programs involving women cater to different types of populations. There are two national programs (The Foyer Feminins and The Ouvroirs) which cater exclusively to the female adolescent from low-income families--girls who have been bypassed by the formal educational system. These programs service approximately 100,000 girls between ages 10-22. Both these programs are almost entirely oriented to the teaching of traditional feminine crafts: embroidery, knitting, sewing, crocheting, etc.

The primary objective of the Foyers Feminins program is to preserve and enhance the traditional role of the woman as wife and mother. The Ouvroir Training Centers, which cater almost exclusively to female adolescents classified as "legally poor", has the expressed objective of providing training in skills which are consonant with employment opportunities. Up to the present, however, the training has been restricted to traditional feminine crafts. Changes have been proposed which would balance a scholastic and a craft-training curriculum.

E. Efforts are being made by both the Foyers Feminins and the Ouvroir Training Centers to introduce non-craft training in areas related to the modern economic sector. The Foyers Feminins have made a start in this direction: efforts are still in the planning stage for the Ouvroirs. Non-craft training will be mainly in the areas of hairdressing, typing, childcare, dressmaking, and a few others. However, because of the educational requirements imposed on prospective trainees, these new programs will only graduate a few selected girls. In short, the non-craft programs now being planned will not meet the growing demand for job-related skills on the part of poorly educated or illiterate Moroccan girls.

F. Other government-sponsored non-formal educational programs involving women include Handicraft Training, Commercial Training, and Hotel Training. However, women are severely limited in their access to vocational training programs. In the Handicraft Training complex, for instance, women are not trained in shoemaking, leather work, tanning, gem cutting, ceramics, or woodwork. Instead they concentrate on tapistry, embroidery, and domestic crafts. In the Vocational Training Centers, women are not admitted to any of the industrial training programs. In the Hotel Training schools, the recruitment of women is minimal and restricted to low and middle level training.

G. An evaluation of the Foyers Feminins and Ouvroir Training Centers highlights some of the more advantageous aspects of the latter. Namely, the Ouvroir Training Centers are commended for their market-orientation; their efforts to organize trainees into production units; their recent reorientation in basic training objectives to upgrade the scholastic component throughout the three-year program; their sensitivity to the economic needs of their trainees; their support of vocational training programs which match modern labor market requirements and employment opportunities.

H. However, neither the Foyers Feminins program nor the Ouvroir Training Centers in their present form is fully responsive to the

changing social and economic conditions which will determine the future of their trainees. In actuality, no provisions are made for the large number of trainees who will eventually be forced into the labor market through poverty, divorce, or inflation, and who are denied access to other vocational training programs because they lack the formal educational requirements.

I. The final recommendations focus on three major areas:

- The strengthening of the existing curricula of the Foyers Feminins and the Ouvroir Training Centers to make them more responsive both to the remedial educational needs of female adolescents and to the actual economic prospects of the trainees.

- The expansion of the current vocational training system to extend industrial training to women (as well as to male trainees), and the expansion of commercial training opportunities for women are strongly recommended.

- The establishment of special training programs for rural women in agriculture-related fields is suggested.

III. Background

It has become increasingly clear to developing nations of the Third World that the goal of providing universal education for all their populations is an unrealistic one, and certainly unattainable in the near future. In these countries there is growing interest in alternative educational and training programs that lie outside the formal system. Experience with non-formal education programs has shown that they can be targeted to specific groups in the society--those bypassed by the formal system, and those in need of specific knowledge or skills.

Non-formal education programs can be national in scope or targeted at a specific village or region. Programs can be structured outside the formal system to combat illiteracy among young and old populations. In instances where discontinuity in school attendance is a frequent phenomenon, particularly in the early years, non-formal programs can be structured to provide remedial education. Similarly, for those segments of the population with limited educational background, non-formal programs can be geared almost exclusively to train men and women in marketable skills that will enable them to participate effectively in the economy. Even for groups which have attained a certain educational level, non-formal programs can provide vocational or technical training, which may be especially

important in those countries in which the graduates of the formal education system are ill-prepared in terms of current labor market requirements and employment opportunities.

Non-formal education programs can be particularly useful in a country such as Morocco where there is a recognized and urgent need to reduce the present disparities in educational attainment. Low educational attainment--whether measured in terms of literacy or school enrollment or number of years of school completed--characterizes two overlapping groups in Moroccan society: rural villagers, and women. This report focuses on non-formal training alternatives for Moroccan women, but since the majority of Morocco's population resides in rural areas, it is clear that we are also talking about improving the opportunities for the rural disadvantaged more generally.

The extent to which the women in Morocco have been bypassed by the formal educational system is substantiated by the high illiteracy rates and the pervasive drop-out rates from primary and secondary schooling. According to the 1971 Census, the literacy rate for the total population was 25%; for women, it was only 13%. Among the school age population, the percentage currently attending school is 37% for males and 19% for females.

According to a World Bank report, at the primary level, repeater and drop-out rates are excessive, averaging 32% and 4.5% (excluding fifth grade) respectively over the cycle. Unfortunately, a breakdown by sex for these figures was not available. However, we do know that of total primary school enrollment, the proportion who are female is 36%. The benefits of the present educational system clearly accrue to urban areas at the expense of rural, and to boys rather than girls. The urban illiteracy rate is 54% as compared to 87% in rural areas; and the latter is highly inflated by the female illiteracy rate, estimated as high as 98% in rural areas. A similar discrepancy exists in female primary school enrollments. Rabat and Casablanca provinces average approximately 45% female in their total enrollment, while rural Ouarzazate averages only 9%.

There are a number of factors influencing these rural-urban and boy/girl education differentials. Opportunity costs of schooling children from poor rural parents are high, additional monetary costs (books and clothing) are a heavy burden, and cultural tradition militates against the schooling of girls: the education of sons has been seen as an economic investment, as it has not, in the past, been for daughters. Absenteeism precipitated by long distances and parental need for assistance on farms and domestically characterizes

rural schooling, and especially for girls.

The attrition rate in the educational system is considerable throughout Morocco. For example, 54% of children ages 7-11 are enrolled in primary school; only 17% of children 12-15 are enrolled in lower secondary schools; 8% of children in the 16-18 age range are in upper secondary schools; and 2% of the 19-22 age group is enrolled in higher education programs.[1]

Non-school attendance and partial-school attendance rates, particularly among the female population, have heightened awareness of the need for major efforts to reduce illiteracy for those who have been completely bypassed by the school system, and for remedial education programs to reach those who have dropped out of school after a few years.

However, the urgency of non-formal educational programs, particularly as they relate to the Moroccan woman, must be considered more broadly than simply in terms of addressing problems of illiteracy. Increasingly, Moroccan women are finding themselves forced to assume an economic role for which they are, at best, ill prepared. During the 1960-71 intercensal period, the active female labor force (which includes the currently employed and those who are seeking employment) registered a phenomenal increase of 75%; according to the Moroccan census, the male labor force rose by 16% during that period. In urban areas, the number of economically active women almost doubled between 1960 and 1971.[2]

Today, for every 100 new workers in Morocco, thirty of them are women. These new female workers are drawn from two groups: young women under 25 years old, especially those in urban areas; and middle-aged women (probably the widowed and divorced) over 45 years of age.

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[1]Official statistics do not provide sex differentials in attrition (See Kindom of Morocco: Appraisal of a Third Education Project. World Bank 197 ; pp. 5-6.)

[2]See RECENSEMENT GENERAL DE LA POPULATION ET DE L'HABITAT, 1971. POPULATION ACTIVE, p. 12

TABLE 1

Distribution of the Economically Active Female Population by Age in the Total and Urban Population: Morocco 1971

Age Groups	Activity Rates Total	Urban
Under 15	0.8	2.6
15-19	16.6	21.0
20-24	13.5	21.5
25-29	11.1	16.6
30-34	9.9	12.0
35-39	10.9	13.0
40-44	13.2	17.0
45-49	14.8	19.0
50-54	19.1	26.0
55-59	22.3	29.3
60-64	7.6	10.7
65+	3.7	5.8
Overall Rate	8.0	10.9

Source: Royaume de Maroc: Recensement Generale de la Population et de l'Habitat. 1971. Population Active Table 1-4, pp. 20, 23.

Another important indicator of the changing economic position of Moroccan women is unemployment. In 1960, female unemployment accounted for only 2% of total unemployment; in 1971, it had risen to 21% of

the total.[3]

Table 2 highlights a significant aspect of female unemployment in Morocco: it is concentrated among the young. Nearly two-thirds of the women who want to work, but cannot find jobs, are under 25 years old; most of them have no previous job experience.

TABLE 2

Unemployment by Age and Sex

	TOTAL		No Previous Work		Previous Work	
Men	Number	Percent	Number	Percent	Number	Percent
15-19	75,696	28.5%	71,838	94.9%	3,858	5.1%
20-24	62,743	23.6	46,711	74.4	16,032	25.6
25-29	27,511	10.3	16,059	58.4	11,452	41.6
30-34	21,162	8.0	10,462	49.4	10,700	50.6
35-39	19,431	7.3	---	---	19,431	100.0
40-64	53,863	20.3	---	---	53,963	100.0
65+	5,542	2.1	---	---	5,542	100.0
Women						
15-19	31,856	43.7%	27,954	87.8%	3,902	12.2%
20-24	14,738	20.2	12,153	82.5	2,585	17.5
25-29	4,463	6.1	3,209	71.9	1,254	28.1
30-34	3,568	4.9	2,355	66.0	1,213	34.0
35-39	3,329	4.6	---	---	3,329	100.0
40-64	13,731	18.8	---	---	13,731	100.0
65+	1,206	1.6	---	---	1,206	100.0

Source: Computed from RECENSEMENT, pp. 26, 28.

[3]RECENSEMENT, p. 13

One thing is clear from these data. While the idealized position continues to view the Moroccan household intact and to assume that all female members are provided for financially by related or affinal males, the reality is quite different. Empirically documented changes in household structure which have occurred between 1960 and 1971 indicate a great deal of fragmentation. This has come about through a very high divorce rate,[4] considerable male unemployment, rural-urban migration, rapid urbanization, and the international migration of Moroccan males. All these factors have interacted to force uneducated and poorly trained Moroccan women to assume primary economic responsibility for themselves and their children.

The anthropologist, Amal Rassam, demonstrates very effectively the emergence of a new type of household in Morocco--one which is basically characterized by the functional absence of the adult male. She refers to such structures as matrifocal households since it is the woman who provides the authority, sustenance, and continuity for the children.[5] In these new household arrangements, it appears that unmarried daughters are also called upon to take on economic roles, since the mother cannot earn enough on her own.

The effect of divorce in particular, and to a lesser extent, widowhood, is reflected in labor force statistics. For the total female population, the economic activity rates are 7.3% among married women, 17% among the widowed, and 53% among the divorced.[6]

According to the 1971 census, the following changes have occurred during 1960-1971:

(1) The number of households headed by women has increased 33%, while the number of households headed by males has increased only minimally.

(2) Households headed by females are not restricted to divorced or widowed women, though these clearly form the majority: 14% of all female-headed households are headed by women who are married (though it is not clear whether the husband is actually present in the house); 83% are headed by women who are divorced or widowed.

(3) Female-headed households tend to be larger than those headed by men.

4.5A al Rassam, "What Price Autonomy? Women and Work in Morocco "
6RECENSEMENT, Table 1-5, p. 27.

The Government of Morocco is aware that a poorly educated female population, whether employed, seeking employment, or remaining at home to raise children and maintain the household, is a major impediment to the economic and social development of the country. Several Ministries have participated in the planning, coordination, and sponsoring of training programs for women outside the formal educational system. These include the Ministry of the Interior, the Secretariat of State for Social Services, the Ministry of Youth and Sports, the Ministry of Labor, the Department of Tourism, and the Chamber of Commerce. The Government of Morocco has also drawn upon the technical and material assistance of several international agencies--notably UNESCO, UNICEF, ILO, UNDP, and AID--in the implementation of these non-formal education programs. Existing non-formal education programs for Moroccan women are the subject of the next section of this report.

IV. Existing Non-Formal Educational Programs for Women

There are five separate types of non-formal educational programs to which women in Morocco have access. Two of these programs, namely the Foyers Feminins and the Ouvroir Centers, are exclusively female. The target in both these programs is the female adolescent from a poor family who is either illiterate or a school drop-out. The Foyers Feminins program is sponsored by the Ministry of Youth and Sports; the Ouvroir Centers are organized and sponsored by the National Assistance Division of the Secretariat of State for Social Services. Both these non-formal educational programs aim--though in different ways--to provide adolescent girls with an alternative to inactivity and poverty.

The third non-formal program is sponsored and organized by the Artisanat Division of the Secretariat of State for Social Services, and specializes in field handicraft training. The program caters to both males and females and requires elementary education for admission.

The fourth program is part of an extensive network of vocational training centers, organized by the Ministry of Labor, and designed mainly for males. These vocational training centers offer a restricted program to women, but require trainees to have 3 or 4 years of secondary education. Given these educational requirements, these Centers tend to attract males and females from a higher socio-economic groups than the other training programs.

In addition, the Ministry of Tourism has organized training centers to ascertain and meet the manpower needs of the growing tourism industry. Only a limited number of training slots are available for women in this program.

In the following pages, we describe each program in terms of its objectives, content of curriculum, teaching staff, and the probable marketability of the training offered, focussing in greater detail upon the Foyers Feminins and the Ouvroir Centers than the other three. In a separate section we offer an evaluation of these programs and their likely impact on upgrading the skills and opportunities of Moroccan women.

A. The Foyers Feminins Training Program

The Ministry of Youth and Sports operates a network of training centers for female adolescents under the auspices of the Promotion Feminine Administration. The Foyers Feminins program involves nationwide about 45,000 girls in 336 centers. One hundred eight of the centers are located in urban areas and 228 in rural areas. There are far more applicants than places available for this program: only one in three applicants is accepted. The Program caters exclusively to girls between the ages of 10 and 20 in rural areas, and 12-22 in urban areas. Some Foyers Feminins centers provide special courses for married women and for the mothers of the trainees.

All trainees in the Foyer Program come from low or moderate income families. Some have never attended school; others have dropped out for a variety of reasons, of which the most important is probably the shortage of classrooms and, in rural areas, the long distances between home and school. Approximately 7% of the girls in the Foyers have reached the first year of secondary school.

The Foyers Feminins Program is administered by a group of "directrices" who have usually attained the baccalaureate diploma, approximately 1,042 "monitrices," or teachers who have completed a special two-year training course, some assistant monitrices, and volunteers. Though organized nationally under the Promotion Feminine Division of the Ministry of Youth and Sports, the Foyers Feminins Centers are managed from regional offices, each headed by a director, an accountant, and a number of field representatives.

1. Objectives and Curriculum

The objective of the Foyers Feminins Centers were stated to us as follows: "to prepare Moroccan women to be responsible,

conscientious, and productive citizens, fully aware of their familial, social, and national responsibilities." In another context we were told that the Foyer Feminins program serves as a mechanism to bring Moroccan women out of seclusion.

The program offers a three-year basic education course. Following completion of this basic three-year program, an additional two-year course is available to those trainees who desire to specialize in certain "modern" vocations. Upon completion of this additional two-year training the student is given a special diploma.

2. Basic Training

The bulk of the curriculum of the three-year basic training course is craft-oriented. In their first year, trainees are taught embroidery, knitting, crocheting, and simple sewing. For illiterate girls, there are special courses in Arabic reading and writing. Cooking classes and physical education are offered twice weekly. In their second year, trainees are introduced to more intricate patterns in embroidery, knitting, and sewing. At this stage they learn to use machines for knitting and embroidery. Courses in nutrition and childcare are offered as well. The curriculum of the third year is technically speaking more diverse, though still heavily weighted toward the crafts. A detailed listing of the thirty-hour weekly schedule of classes in the third year is listed in Appendix A.

We are unable to assess the extent and degree to which non-craft courses are actually taught in all three years of the basic education program. Though we visited several Foyers in Rabat, Casablanca, Meknes and Fez, and at different times of the day, we came across only two instances where subject matters other than crafts were being taught; both times involved literacy classes.

3. Specialized Training

An additional two-year training course is provided by the Foyer Feminins system for those trainees who wish to specialize further and who have had some formal education. The areas of specialization in which training is provided include: childcare, dressmaking, cooking, and house management.

The childcare training section requires prior attainment of the fourth year of secondary school (approximately nine years of formal schooling). A diploma in this area prepares young women to work as pre-school teachers or governesses in private homes. A diploma in House Management enables young women to seek employment in

low-level management, either in hotels or other institutional settings. Specialization in dressmaking includes both traditional and modern styles. Girls trained in this area work in ateliers or open their own dressmaking business, we were told. The Cooking section, which also includes pastries, has thus far proven impractical for women, since baking and pastry-making require working at night.

In addition to the above, the Foyers Feminins program organizes in some of their centers informal classes for married women. In Fez, for instance, classes include dressmaking, nutrition and childcare, and have been organized at the request of the married women themselves. We were told that the Promotion Feminine Division is strongly committed to family planning, and tries to maximize the diffusion of birth control information during the training sessions offered to married women.

Technically speaking, family planning education figures in the curriculum of the three-year basic education program as well. Though we made no systematic attempt to assess the extent to which such education was actually being given to the adolescent trainees, we learned during conversations with some monitrices that only few of the older trainees were being given family planning information, and that through the childcare course. We did find, however, that family planning information was being given to married women, though we cannot assess the extent to which systematic efforts in that direction were exerted.

4. Teaching Personnel

The Foyer System currently employs 1,042 monitrices, all of whom have civil service status, which assures them social security, health, and retirement benefits. But their rank is not equivalent to that of the teaching staff in the formal educational system, and their starting salary (1,000 Dirhams monthly) is 20% less than the salary of primary school teachers.

A monitrice is required to be at least 18 years old and to have completed a two-year training course. Only those who have a brevet (approximately 9 years of schooling) are eligible to take a competitive entrance examination to the Institut Royales de la Formation des Monitrices. At the end of a one-year training period at this institute, which covers some twenty-five courses ranging from craft teaching to sociology and psychology (see Appendix B), students take an examination which qualifies them for admission to a one-year apprenticeship in one of the Foyers Feminins Centers. Once the

apprenticeship is completed, employment is assured. The current (December 1976) number of trainees in the Monitrice Training Institute is thirty. Upon completion of their training, they will be assigned to Foyers Feminins Centers throughout Morocco.

B. The Ouvroir Training Program

The Secretariat of State for Social Services sponsors two non-formal educational programs which are exclusively aimed at female adolescents. One of these, the "ouvroir" program, is under the direct sponsorship of the National Assistance Division (Entraide Nationale) of the Secretariat. The target of this program is the female adolescent from a "legally poor" family, who has either never attended school or has dropped out.

1. Origin

The Ouvroirs can be defined as centers for education and work. In their present form they are an outgrowth of an informal charity system based on the marketing of traditional crafts. Historically, the program consisted of a distribution system established by the French occupation to assist widows. Needy widows were provided with material to allow them to engage in craftwork in their homes, and the marketing of their products was encouraged through charities and individual patronage. After independence, the system was continued as a Royal charity supported primarily by taxes from slaughterhouses. In 1967, Royal patronage was withdrawn from the program.

The present Ouvroir program was organized in 1972, when the Welfare (Entraide Nationale) division of the Secretariat of State for Social Services decided to draw upon the "ouvroir" experience as a model to design a training program for the alarming number of adolescent girls bypassed by the formal education system.

In January 1973, the first seven "ouvroir" centers were open. These were located in deserted churches, army barracks, and old homes contributed by private individuals. The swift growth of the Ouvroir program is reflected in the number of centers currently in operation. From the initial 7 in 1973, there were 70 in 1974, and 264 in 1976. Currently, 55,000 female adolescents attend these centers which are located primarily in rural areas and urban slums.

In its present form, the Ouvroir program has been associated with food aid sponsored by A.I.D. Each trainee is provided monthly

with 50 lbs. of flour and a half gallon of oil. Until recently, the monitrices also received a food allotment to supplement their monthly salary. Undoubtedly the food component associated with the Ouvroir program has played a major role in the rapid expansion of the training program. The food, the cash value of which is approximately $40 per month, represents a significant contribution to the trainees' "legally poor" family, and this incentive has no doubt fostered parental approval of their daughters' attendance at these training centers.

A.I.D.'s recent decision to eliminate the food allotment for monitrices is seen by Moroccan officials as a grave deterrent to the expansion of the training program, and they view the possibility of an eventual cessation of all food aid as fatal to the program. They maintain that the future success of the ouvroir program is dependent on the continued supply of this form of food assistance. (See pages 32-32 for team evaluation of the importance of the food assistance element of this program).

Before 1975, the National Budget of Morocco had no provisions for the Ouvroir program. That the 1976 Budget does include funds for the Ouvroirs is but one measure of the growing significance of this program in Morocco's efforts in the area of non-formal education for women.

2. Objectives and Curriculum

The main objective of Entraide Nationale in establishing these Ouvroir centers is to provide marketable skills to young girls from the poorest sectors of society who have, in one way or another, been bypassed by the educational system. The types of training offered in the Ouvroirs is intended to provide these girls with sufficient skills to enable them to work, and thus raise their own and their family's standard of living. Those eligible to join the Ouvroir program must be legally classified as "poor," and poverty is determined on the basis of family income. Citizens who fall within the poverty classification are provided with a carte d'indigence that qualifies them for free medical and social services. Priority in admission to the Ouvroirs is given to orphaned girls and to girls who come from large families.

Currently the program serves 55,000 girls between ages 8 and 22. Entraide Nationale maintains that their trainees come from a poorer segment of the population than that served by the Foyers program. To cope with the increasing number of trainees, many Ouvroir centers operate both a morning and an afternoon shift. Officials from

Entraide Nationale report urgent demands from provincial governors and community leaders for the opening of additional Ouvroir centers, and at present there are five applicants for every opening.

The curriculum of the ouvroir program is mainly craft oriented. It follows a standardized form and in large part emulates the Foyers Feminins craft-training program. However, the Ouvroir program is flexible enough to allow for local variation in the kinds of courses offered and in the content of some of the basic courses.

The Ouvroir program is spread over a three-year period. First year trainees are introduced to traditional feminine crafts; a three-month period is devoted to basic training in each of the following: embroidery, knitting, crochet, and dressmaking. During the second year more sophisticated patterns are introduced and girls are taught to use machines to embroider, knit and sew. During the third year trainees begin to specialize and perfect one craft area in which they will eventually be able to produce and market items.

In their final year of specialization, the trainees are already engaged in the production of saleable items. Working either individually or in groups, these young trainees are either commissioned to do some craft work by private individuals, or produce work jointly which the Ouvroir centers market through local artisanat showrooms. Working as a production unit, the Ouvroir trainees received up to 90% of the profit. The remaining 10% is deposited in a central Ouvroir account to purchase raw materials for distribution to the most needy regional Ouvroir centers.

While the current program is heavily weighted toward craft training, the basic curriculum in almost all Ouvroirs is supplemented with an Arabic reading and writing course aimed at achieving functional literacy. The efficiency and seriousness with which the supplementary education portion of the curriculum is generally applied, however, could not be determined.

The previous lack of substantial governmental inputs to the program led Ouvroir administrators to draw upon a considerable amount of voluntary support. This support has come as donations of time, labor and materials, and has given the program a healthy flexibility and a degree of innovation unanticipated by the team.

One Ouvroir visited by the team was located in Casablanca. The majority of the trainees were literate, due to the unusual opportunities offered by the formal educational system in that large

commercial center. The Director of Entraide Nationale for that region took advantage of this unique situation to draw upon talented and available volunteers to: (1) introduce a course in contemporary Arabic music, which is taught by a music professor from the Conservatoire; (2) establish a childcare center which caters to pre-schoolers from the poorest families of the area; and (3) organize informal meetings for mothers to discuss subjects of special interest, such as family planning, childcare, and nutrition.

A number of the older Ouvroirs, which have been in operation long enough to graduate a group of trainees this past year, have encouraged the formation of informal production units attached to the Ouvroir centers to operate on a quasi-cooperative basis. The Ouvroir provides the use of space and/or machinery; the women provide the labor and raw materials. The produce is then sold to private clients or through the local artisanat showroom. To date, these production units exist in few Ouvroirs. However, those that exist are being seriously studied as possible production and marketing models for the near future when the number of qualified graduates from Ouvroirs will accelerate dramatically.

3. Teaching Staff

The Ouvroir centers are organized on a national level by the National Assistance Division (Entraide Nationale); they are managed, however, from regional centers. Each regional center is manned by a director, an accountant, and a number of supervisory field representatives. This regional decentralization allows individual Ouvroir centers to draw upon local material and human resources, as well as to respond to the particular demands of their immediate locality.

The present system employs a cadre of 2,308 "monitrices" (teachers). The rapid mushrooming of the Ouvroirs has led to the utilization of all available assistance, including a large amount of voluntary help. The inevitable result of this recruiting practice seems to have precluded the development of standardized selection criteria. The monitrices we met hardly formed a homogeneous group, either from an educational or socio-economic viewpoint. All were literate in Arabic, some occasionally in French. It was impossible to estimate their level of educational attainment. Some of the monitrices were graduates of the Handicraft Training Centers (to be discussed below); others were recent graduates of the local Ouvroir centers. Some of the Directrices of the Ouvroir centers lived in the neighborhood and volunteered their services; other received a salary. The educational level of the Directrices also varied considerably.

4. Envisaged Changes in the Training Program

The remarkable growth in the number of Ouvroir centers, largely unanticipated and clearly encouraged by the economic incentives inherent in the program, have led the Entraide Nationale Division to reconsider its original limited objectives.

Currently, the basic capital of the Ouvroir program consists of a substantial network of training centers, a large (though diverse) cadre of monitrices, and strong interest and support on the part of the public. Using this as their established base, the Entraide Nationale Division now proposes to transform what was originally considered an essentially passive adjunct of food aid--"a program for relief and assistance"--into an effective tool for integrating young female adolescents into the development process.

As a first step in this direction, the Ouvroir program will begin providing trainees with remedial education in January 1977. During 1977, Entraide Nationale plans to introduce four subjects into the training program: Arabic reading and writing; mathematics; Islamic studies; and civics. If implemented as planned, the new curriculum will be divided equally between crafts and general education. Specific Arabic text books designed for these classes are in preparation. The aim of Entraide Nationale is to be able to achieve through this new emphasis the equivalent of an elementary school education in two years. When we discussed the viability of such a plan with Ministry of Education officials, we were told that three years would be more realistic.

Entraide Nationale also recognizes the need to upgrade the marketable skills of Ouvroir trainees, particularly in the craft areas. They hope to restructure the craft training component with a view to producing those goods which can be effectively marketed both locally and outside Morocco. In their goal of providing female adolescents with a variety of employment opportunities, the Entraide Nationale administrators were all very definite regarding their plans to offer non-craft vocational training. The substantive training areas envisaged for this new vocational program include, inter alia, typing, hairdressing, childcare training, printing, and hospital aid training.

C. The Handicraft Training Program

Earlier we mentioned that the Secretariat of State for Social Services and Handicrafts sponsors two separate non-formal educational

programs for Moroccan women: one is the Ouvroir program under the National Assistance Division (Entraide); the other is the Handicraft Training program which is sponsored by the Handicraft Division (Artisanat).

While the Ouvroir training program caters specifically to poverty level adolescent females who have either never gone to school or have dropped out, the Handicraft Training Program serves males and females from all socio-economic groups. In Morocco most crafts have traditionally followed specialization along sex lines. This division of labor is reflected in the sex distribution of trainees in particular training courses in the Handicraft Training Centers. Currently there are 85 Handicraft Training complexes in which approximately 250,000 persons are being trained and work. Of this total, the number who are female is 150,000.

1. Objectives

The objectives of the Handicraft Training Program, insofar as female trainees are concerned, are as follows:

- to provide field handicraft training for female drop-outs of primary and secondary schools, irrespective of their age and marital status;

- to assist female trainees in finding employment;

- to provide women with an employment outlet in the regional craft complexes;

- to encourage the formation of production and marketing cooperatives among women;

- to aid women by providing assistance in the form of low interest loans, professional and economic advice, marketing outlets, and quality control;

- to offer women facilities for retraining on an on-going basis;

- to find new market outlets for women to enable them to sell their products.

Basically, the Handicraft Training program provides not only craft training, but also the full range of technical assistance--economic,

financial, production, and marketing--necessary to establish the craftswomen and make her economically self-sufficient.

2. Nature of Program

The Handicraft Training Program is divided into three sectors:

(1) Artistic handicrafts. These are centered around the production of those objects which are dependent on the craftsman's personal ingenuity and originality; there is no uniformity in products produced;

(2) Industrial or utilitarian handicrafts; and

(3) Cooperatives, which are organized at the centers to produce and market all craft products.

Training at these centers includes carpet-making, shoemaking, leatherwork, tanning, gem cutting and polishing, ceramics, woodwork, weaving, and embroidery. It is proposed to increase training centers to add subjects such as glassblowing, wrought iron work, jewelry making, and basket making.

3. The Training of Women

The women in the Handicraft Training program are concentrated in three main branches: tapistry, embroidery, and domestic crafts (lace work, crafts made with silk, wool, etc.). The Artisanat Division assists women doing domestic crafts by offering production and marketing outlets for goods produced in the homes. These women are given advice and services, but no training.

On the other hand, tapistry and embroidery training, which is almost exclusively female, is taught in the 85 Handicraft Training centers scattered throughout the country. Each training center contains an apprenticeship center, a cooperative where production takes place, and a craft boutique in which the items produced in the centers are sold over the counter. Women admitted to the program are given scholarships ranging from 500 to 800 Dirhams per month. The training period ranges from 2 to 3 years, depending on the trade.

4. Marketing Facilities

The handicraft program has been very effective in assisting both men and women in marketing their crafts. As a first step,

administrative aid is extended to trainees in the form of short-medium-and long-term loans at low interest rates which are subsidized and guaranteed by the Government of Morocco. Short-term loans to buy working capital can be obtained at 4% interest with 2 years to repay; medium-term loans (5 years) can be obtained at 2% interest to buy equipment; and long-term loans to construct buildings can be obtained at 4% and repaid over a ten-year period.

To facilitate marketing, the Artisanat Division has participated in the establishment, organization, and financing of the Maison de l'Artisan Cooperative, CONARTEX (Cooperative Nationale de Textile), CONAPO (Cooperative Nationale des Peaux), and other cooperatives. The purpose of these production associations and cooperatives is to (1) plan outlets for products; (2) promote appropriate vocational training; (3) improve both the value and quality of Moroccan handicrafts; and (4) promote a credit policy for production and export.

Each year the Handicrafts Division sponsors a national exposition of handicrafts in the capital in which handicrafts produced in the Training Centers are displayed. Merchants from all over the world are invited to attend these expositions, thus to find new markets for Moroccan crafts and expand existing ones. As a result of these efforts, Moroccan handicraft exports in 1975 were valued at 2 million Dirham, with the largest share of the export going to Germany.

Women who complete their training in the Handicraft Centers are able to work in production cooperatives, production units, or independently in their homes. Some women work in the Handicraft Training Centers and some in private craft establishments. According to the Director of the Handicraft Division, all those who have completed training in these Centers are able to find steady employment. According to him, there is a shortage of trained craftsmen and craftswomen in Morocco. Though we were told that women were able to make a living from the sale of craft objects, we have no basis for confirming this fact.

It should be noted that in addition to the above mentioned training, the Handicraft Division operates the Leather and Textile Institute in Fez. This Institute offers two and three year courses covering tanning, weaving, spinning, dyeing, and shoemaking. A "technician" diploma is awarded at the end of the two-year course, and that of "technical specialist" at the end of three years of study. Until two years ago, women were admitted for training in this Institute;

since then, they have been barred, for the following stated reasons:

(1) textile and leather tanning work is considered too difficult for females;

(2) there is no industry in the private sector willing to hire females at the management level in the factories. It is not acceptable for women to be production supervisors over men in an all-male occupational field.

(3) the specific areas in which women specialized at the Institute (laboratory technicians) are now overstocked; and

(4) since the Institute could only admit a limited number of students, it opted to accept males because the private market to which the Institute is oriented prefers to hire men.

5. Relationship Between the Ouvroirs Centers and the Handicraft Training Program

Having outlined the two non-formal programs sponsored by the Secretariat of State for Social Services and Handicrafts, we would like to highlight the differences between the Handicraft Training program and the Ouvroir centers in terms of their beneficiaries, their curriculum content and emphasis, and their overall objectives.

The Ouvroir programs serve the "legal poor" who qualify for food aid; the Handicraft Training program, though interested in this group, does not cater to it exclusively. Trainees participating in the Ouvroir Centers receive food aid (50 lbs. of flour, ½ a gallon of oil), whereas female trainees in the Handicraft complexes receive scholarships ranging from 500 to 800 Dirham per month. In this sense, the female trainees in the Handicraft complexes not only receive a greater economic incentive for their training, but also avoid association with a welfare program, as is the case of the Ouvroirs administered by the National Assistance Division.

The Ouvroir program attempts to provide craft training and some basic education. The Handicraft Centers are vocationally oriented; their only interest is to provide a marketable skill. The training course in the Ouvroirs lasts three years; in the Handicraft Centers, from 2 to 3 years. According to the Director of Handicrafts, the quality of the craft work performed by the Ouvroir trainees is comparable to that produced by girls in the handicraft centers. This could be due to the fact that many of the teachers in the Ouvroir centers graduated from the Handicraft Training Centers.

The Handicraft Training Centers provide more extensive marketing and employment facilities for their trainees than do the Ouvroirs. The Handicraft Training complexes are much better housed and equipped than the Ouvroir centers. In fact, new centers have been built (or are currently under construction) all over the country. These handicrafts centers appear well integrated with regional, national and international markets for handicrafts.

Since there is a shortage of craft workers in Morocco, the Director of the Handicraft Division expresses optimism for the Ouvroir program. In his view, not only will the Ouvroirs contribute much needed craft workers, but these centers also provide a vital function by giving young women a useful vocation.

The Handicraft complexes run by the Handicraft Division have a fairly well developed marketing network in which production and marketing cooperatives play an important role. We were told that Ouvroir trainees can become members of these cooperatives. Although we did not find many who had joined cooperatives, the potential for linking the graduates of the Ouvroirs programs to this well developed marketing network is an important one, and one that can be realized through cooperation between the Divisions of National Assistance and Handicrafts.

D. Industrial and Commercial Training Centers

The Office de la Formation Professionnelle et de la Promotion du Travail provides through its training centers a higher level of vocational training for Moroccan men and women in areas related to the industrial and commercial sectors. Entry is by competition and candidates who have attained the fourth year of secondary education (approximately nine years of schooling) are eligible for admission.

Technical and vocational training has been accorded high priority by the Moroccan Government in the past; it is given highest priority in the third (1977-83) Five Year Plan currently being drafted. This urgency is clearly reflected in the growth and organization of these vocational Training Centers.

In 1974 the Ministry of Labor charged a special office with the responsibility for organizing and administering vocational training and for recruiting and training instructors and ascertaining manpower needs in industry and commerce. This office is assisted

by a council representing employers, workers and government officials and is financed by a 1% wage tax levied on industrial and commercial firms.[7]

Currently there are 33 Centres de Formation et Qualifications Professionelle in Morocco. Begun initially under the direction of the Chamber of Commerce, these Centers have now been placed under the coordination of the Ministry of Labor. The content of the curriculum and the areas of specialization provided are consonant with labor market demands and with the structure of production in both the public and private sector. All trainees are granted scholarships during their training periods.

During 1975-76, the number of students enrolled in these Centers totalled 3,570, distributed as follows:

	Number of Centers	Number of Students
Industrial	19	2,000
Commercial	7	470
Construction	2	250
Clothing, Tailoring	10	850

In the industrial field, specialized training is provided in 25 areas. Admission is competitive, and the equivalent of the fourth year of secondary level is required. The training period varies between 6 and 22 months. Semi-skilled workers (ouvriers specialisés) graduate after one year. About a third of the best trainees are retained for a second year to become fully qualified workers (ouvriers qualifiés). In construction, the training period varies between one and two years according to the area of specialization. Minimum requirement for admission is fourth year of secondary education. Tailoring training is taught in a variety of courses; the minimum educational requirement for admission is primary education. Commercial training is given in a one-year course in typing and bookkeeping. A minimum of four years of secondary education is required. A higher level of commercial specialization is provided in a two-year training course in shorthand, typing and accountancy. A minimum of seven years secondary schooling is required. In addition, the Office de la Promotion du Travail conducts short courses and seminars for workshop supervisory and technical staff, upgrading courses for semi-skilled workers, special pedegogical courses for industrial instructors and evening courses for apprentices.

[7] Kingdom of Morocco: Appraisal of Third Education Project. World Bank, ed.

Instructor training is carried out residentially in the centers at Casablanca. The course lasts two years and includes both skill training and pedagogy.

The occupational placement of graduates is considered part of the function of the Centre de Formation et Qualifications Professionelles. The Vocational Training Centers act as employment agencies, and requests for employees from both the public and private sector are continuously being received by their offices: some trainees are assured employment even before they graduate. The relationship between the training centers and potential employers is even closer: employers often request centers to organize specific training or upgrading courses for their own employees, regardless of whether these employees are former graduates or not.

The Centres des Formations et Qualifications Professionnelles have restricted the training of women to the commercial sector. Women have access only to training courses in typing, shorthand typing, bookkeeping, and accountancy. In fact, commercial training in all but the last are exclusively female. Although training in accountancy is open to both men and women, it is, in fact, heavily dominated by males.

While we pursued the reason for this restriction, we were told that young women simply do not apply for training in any but clerical-related and subprofessional (accountant) fields. The point was emphasized that young women simply do not conceive of themselves as occupationally involved in industrial/technical related fields. We were told not to interpret the current sex selective training programs as purposeful "exclusion": if and when a sufficient number of female applicants appear to register for industrial training, their admission would be considered. The Center is currently considering expanding female options by establishing, on an experimental basis, a program in tailoring which would be open to both men and woman.

However, there are clear indications that women are given lower priority, even in the commercial training centers. For example, though both male and female trainees are offered scholarships, free housing is provided only for males who reside out of town. No dormitories are provided for female trainees, which clearly restricts the opportunities of those girls who do not live in the immediate city where the training centers are located.

It also became clear during our conversations that, with respect to occupation placement of their trainees, there are certain biases in

favor of the male. For example, at this point accountancy is the only vocational area which is mixed, though heavily weighted for the male. When administrators are requested to recommend a trainee for an accountant position, they admitted that it was most likely that they would offer a male candidate. This was justified thus: (1) men were better in dealing with numbers; (2) men were less frequently absent from their jobs; (3) accountants must carry out an inventory twice yearly, and this oblige them to work late at night, which is inappropriate for women to do.

E. Hotel Training Centers

The Ministry of Tourism organizes training at several levels to service the growing tourist industry. We were not able to visit any of the training centers, but understand that they are distributed throughout the country. The training varies from a one-year semi-skilled course to a four-year course. The middle level three-year course requires four years of secondary education and covers specialization in either cuisine or restaurant reception. During the three years trainees specialize in at least three languages, and spend at least two months in a hotel abroad.

At Rabat there is a training center for girls with a two-year course which apparently prepares them for low-level managerial positions. In addition, we met young women who had completed a three-year course at the Hotelerie School. Though the three-year middle level training is technically open to men and women, we were told that female participation is minimal.

In 1972 the Higher Institute of Tourism opened a four-year training program for senior personnel, which comprises tourism and hotel administration. This is apparently not open to women.

V. Evaluation of the Foyers Feminins and the Ouvroir Centers

A. Objectives of Non-Formal Education Programs

The major objectives of both the Foyer Feminins and the Ouvroir programs, as stated to us in several meetings, are: (1) to prepare the Moroccan woman to be a responsible and productive citizen who is aware of her familial, social, and national responsibility; and (2) to provide a productive means of occupying the time of female public school drop-outs (as well as those females who were unable to attend school at all). The Ouvroir program has as an additional objective to prepare those females desirous of employment with a vocation from which they may earn a living.

Although the Ouvroir Centers and the Foyers follow basically the same model, they differ in emphasis, quality, and ability to deliver services to low-income girls. It was emphasized to us that the Foyers Feminins provided a mechanism to get the Moroccan woman out of her secluded world and to make her more aware of her role as citizen and contributor to the upgrading of the socio-economic status of herself and her family. The Foyers are seen as a vehicle for promoting self-awareness among women, making them conscious of their role in society as wife, mother, and citizen. The Foyers also provide training which enables students to produce craft items that will embellish and improve their own and their family's living standard. They clearly, however, do not define the program as vocational training.

The Ouvroir Program, on the other hand, does view its training program as market-oriented. Throughout our discussions with various administrators we were told that the Ouvroirs objective is to prepare women for economic self-sufficiency, and for their effective participation as craftswomen in the handicraft production system. Hence, there is rather more concern expressed to assure the marketability of skills taught in the Ouvroir Centers than we found in our discussions with Foyers administrators. The administrators of the Ouvroir Centers emphasize the fact that they cater to the poorest segment of the female adolescent population, especially those who have been bypassed by the educational system, and that the content of their training program is directed toward immediate employability. They indicated that they seek to provide--on an informal basis--job placement for their trainees in both the private and public sector. As noted earlier, the Ouvroir Program has only been in operation three years. The National Assistance (Entraide) Division will be introducing a general education component into their program this year (1977). In addition, it is determined to expand training opportunities to non-craft areas (hairdressing, typing, etc.) which have definite employment outlets. However, the Ouvroir centers are severely restricted to the non-craft training they can provide by a general lack of funds.

B. Curriculum

Technically speaking, the curriculum of the Foyers Feminins and the Ouvroir Training programs includes non-craft vocational training and a literacy component. In the case of the Foyers, subjects such as childcare, nutrition, religion, and civics are also listed in the training schedule. However, if we are to judge from our visits to both these training programs, almost the entire time is devoted

to the teaching of traditional crafts. Though our visits took place at different times of the day, we can record only two instances where we witnessed classes in other than the traditional crafts. The extent and degree to which the educational components of the program are in fact allotted the required time should be systematically assessed.

The administration of both programs have made modest strides toward planning, and in some cases introducing non-craft training with a view to the eventual employment of trainees. Paradoxically, it is the Foyer program which, although not particularly oriented toward vocational training, has moved farther in this direction, largely because of its relatively solid financial base. The Foyers program has introduced a series of two-year specialization courses in childcare, cooking and pastries, household management, and dressmaking, designed for exceptional trainees who have completed a certain number of years in the formal education system, and who are highly motivated to move beyond the traditional craft areas. We did not see any of these programs in operation, with the exception of one or two typing courses which had been organized by the trainees themselves on a cooperative basis. However, we were told that the Foyers Feminins administration selects twenty graduates a year to participate in training provided by the Hotel Training Centers organized by the Ministry of Tourism; completion of that hotel training program ensures placement of girls in jobs related to hotel reception, switchboard operation, and housekeeping.

It should be repeated that these new Foyers programs are restricted to a very few girls, and those, the best educated and most motivated of the Foyers graduates. The Ouvroir Centers have expressed the intention of moving toward skills training for employment in the modern sector, but they want to design these programs in such a way that poorly educated or illiterate girls have a chance to participate and thus to move out of traditional skills areas as well.

Neither the Foyers Feminins nor the Ouvroirs adequately meets the demand for training to enable girls to find jobs in the modern sector. Girls participating in both programs, when asked about their plans after the training, indicated to us that they wanted to work. The older, more advanced trainees expressed desire to specialize in training related to childcare, medical aids, hospital aids, hotel workers, etc. Unfortunately, they are caught in a dilemma. They lack the formal education to qualify for one of the training programs outside the Ouvroirs and Foyers system (see previous section for discussion of educational requirements for training programs). But the non-formal programs for which they do

qualify are basically limited to craft training.

There are, in short, a growing number of young girls in one or the other of these non-formal programs who are there for vocational training. The results of a UNICEF Evaluation Survey of the Foyers Feminins system in 1976 substantiates this finding. This particular study noted that girls attending Foyers were interested only in that portion of the program which was relevant to their interest in learning a marketable skill. They complained, in fact, because they were required to take the entire program. The UNICEF survey also discovered a great deal of interest in expanding the two-vear specialization program, and in having the Foyers provide occupational placement for their graduates.

C. Marketing Arrangements

A major difference between the two programs should be mentioned. The Ouvroir Centers have always organized their trainees into production units. The Foyers Feminins Centres have allowed ambitious girls to use Center space to produce saleable items; they do not, however, actively organize girls into production units. Currently both the Foyers and the Ouvroirs programs are interested in establishing production and marketing cooperatives whose major function will be to produce and sell craft items made by the graduates. Thus far, few have actually been established.

In some respects, it can be argued that the Ouvroir program is in a much better position to assist its trainees to participate in the establishment of marketing cooperatives. National Assistance and Handicrafts are both under the Secretariate of State, and this Secretariate has jurisdiction over the establishment and organization of national crafts complexes in which handicrafts are sold. Although the Director of the Handicraft Division (Artisanat) stated that craft items produced by the Ouvroir trainees are not put on display or sold in the National Handicraft complexes, we saw at least one instance of embroidery produced in an Ouvroir center being displayed in the National Artisanat exhibition. Much more could be done: National Assistance could display items manufactured by the Ouvroir trainees in the annual national handicrafts exhibits, to which merchants from all over the world come to place orders. This would greatly enhance the export potential of Ouvroir-produced items, which are now made almost exclusively for local markets.

The quality of craftsmanship in both the Foyers Feminins and the Ouvroirs programs ranges from poor to good, and there does not seem

to be significant difference in the quality of the craft work done in the two programs. In fact, in both cases the work is on par with similar work done in the private sector, but it is lower in price. Therefore, items produced in these non-formal training programs are highly competitive in quality and price, though much less elastic in supply than those produced in the private sector. There are attempts in both the Foyers and the Ouvroir programs to introduce product standardization and quality control. The same basic stitches, types, and models of work are followed in all centers; the major difference is in regional variations in materials and patterns.

Because of a lack of necessary data, we were unable to assess the income that trainees can derive from the type of skills learned in the Ouvroir and Foyer program. In general we feel that the impact of skills learned in these centers on the earning power of trainees is minimal. Our opinion was confirmed both by trainees and by certain officials in the Social Services Division of the Ministry of Labor. However, officials from National Assistance and from the Artisanat Division stated that handicrafts are profitable. We suspect that if this is true, it is probably with reference to the more marketable skills taught in the Handicraft Training Centers, and not those taught in the Ouvroirs. Since the first group of trainees from the Ouvroir Centers is just now emerging on the job market, it is impossible at this time to ascertain their eventual earning power. However, trainees of the Foyer Centers who have completed their handicraft training, even those associated with production units, do not appear able to improve their livelihood through sale of handicraft items. There are several reasons for this: (1) these production groups do not produce in advance; (2) the length of time necessary to complete an article is considerable; and (3) these groups are not linked to a regional or national distribution network. Indeed, it is our impression that such production units cater almost exclusively to the local market, and mostly for the bridal trousseaus of the lower income segments of the population.

D. Teacher Training Programs

The training for teachers (monitrices) in the Foyers Feminins program is obviously far superior to that for those in the Ouvroir Centers. This is because Foyers monitrices are required to have substantial formal education and to undergo a special training program. The monitrices in the Ouvroir Centers come from a variety of educational backgrounds; they appear adequately prepared to

teach basic crafts (many are graduates of Handicraft Training programs), but not to teach basic educational courses or to direct training for new jobs in the modern sector. Currently the National Assistance Division is seeking to recruit teachers who are capable of conducting classes in basic reading, writing, and arithematic. The lack of a formal teacher training program for the Ouvroirs seriously restricts plans to improve the quality of the entire training program. And, with the current teaching personnel, it will be impossible to introduce the basic literacy and non-craft training programs which Entraide envisages.

From what we observed at the Teacher Training Center in the Foyer Feminin system, it appears that the training provided is adequate given the objectives of the Foyer program. Nevertheless, the curriculum of the teacher training program will require a re-orientation in emphasis if the Foyers plan to move in the direction of vocational training.

Teachers for the Foyers Feminins Centers are competitively recruited, and the teaching staff is almost comparable in level of formal education to the teaching staff employed in elementary schools. The educational potential of the Foyers monitrices is, unfortunately, not fully utilized, since the bulk of the training they are given is heavily biased toward the teaching of handicrafts. During our visit to the Teacher Training Center we saw nothing but embroidery lessons, a skill with which some of the future teachers were clearly unfamiliar.

The breakdown of the one-year training program for monitrices of the Foyers Feminins suggests that the curriculum is fairly well balanced between academic and handicraft topics. Indeed, if in fact these courses are all learned well, it would appear that the monitrices are overqualified: they are capable of carrying on a much more diversified program than the one they are actually assigned to teach. The offerings of the Foyers Feminins in their three-year basic course could be considerably expanded with the existing teaching staff.

The monitrices in the Foyers program are much better paid than the monitrices in the Ouvroirs: they earn 1,000 Dirhams monthly, as opposed to the Ouvroir monitrice's 250 Dirhams. The former are civil servants and enjoy all the fringe benefits of that status (job security, tenure, retirement benefits, and the like). None of these benefits is extended to the Ouvroir monitrices. The salaries of the Ouvroir monitrices have been subsidized until

recently be food allotments provided by A.I.D. Yet this subsidy in no way bridged the disparities in salary, especially since the Ouvroir monitrices perform the same basic tasks as the Foyers monitrices.

It should be noted that although the Foyer monitrices earn more than those in the Ouvroirs, they earn approximately 20% less than their counterparts in the formal educational system, and this despite the fact that the working hours are longer, vacations shorter, and the tasks in the classroom more strenuous for the Foyer monitrices. With all this, it should be noted that salary disparities do not seem to affect the capacity of these two non-formal education programs to recruit teachers. Many Moroccan women seek teaching jobs, in part because teaching is not seen as conflicting with marriage. Some monitrices, in fact, continue to work after marriage.

Officials in the National Assistance Division have expressed the intention of organizing a Training Center for Ouvroir teachers as soon as resources permit. Indeed, a number of administrators and National Assistance delegates expressed concern about the feasibility of introducing the scholastic component into the existing curriculum (projected to begin in January 1977) without the availability of special programs which would upgrade the teaching skills of the existing teaching personnel.

E. Physical Structures and Equipment

The physical structures and equipment of both the Ouvroirs and Foyers Feminins Centers range from good to very poor. On the average, the Foyers Feminins were housed in superior buildings and were much better equipped than the Ouvroir Centers, though many of the structures in both programs need to be renovated and strengthened. Most of those we visited were overcrowded with very poor lighting, inadequate sanitary facilities and antiquated machinery. Where improvements in the structures or equipment were evident, it was often the result of support extended by concerned wealthy individuals in the community.

F. Expansion of the Ouvroir Program and an Assessment of the Role of the Food Allotment

The Ouvroir system has grown much faster than the Foyer system for a number of reasons, including (1) a strong demand by Moroccan girls for such programs; (2) ability to enlist financial and non-financial support from non-governmental sources; (3) reliance on voluntary help, particularly in the form of human and material resources, and considerable private contributions; (4) the incentive

of food allotments for both teachers and trainees; and (5) flexible standards for the teaching staff which has allowed the Ouvroirs to recruit teachers more easily than if they had to meet various civil service requirements.

Currently the Ouvroirs Centers are overwhelmed with applications, and are able to accept only 20% of the girls who apply. The National Assistance Division depends primarily on non-governmental sources of funding for the operation of its program, and prior to last year, none of the Ouvroir program was covered by the National Budget. The National Assistance Administration has been quite successful in recruiting voluntary manpower and material support from both the private and public sectors in Morocco. Many individuals have donated both their personal services and financial support to strengthen the Ouvrior program. Buildings have been donated, and some equipment.

When the Ouvroir program was established, both the teachers and the trainees received food aid. Since the program caters to the poorest segments of Moroccan society, the food which trainees received provided an important incentive to participation and is no doubt one reason for the phenomenal growth of the program. Furthermore, since many of the teachers in the Ouvroir Centers have little or no formal education and in most cases are very poor themselves, it has been possible to recruit a large teaching staff on a very low budget by using food allotments provided by A.I.D. to supplement the 250 Dirhams a month salary.

Both the Foyer and the Ouvroir system cater to the poor elements of Moroccan society, and while the trainees in the latter may be the poorer of the two, it would be misleading to put too much stress on the socio-economic distinctions between the beneficiaries of the two programs. In some cases, girls from families who are classified as legally poor can be found in the Foyer Feminin Centers; in other cases, girls who apply to the Foyers find themselves in the Ouvroir program because there is no room in the Foyer. Some Foyer Feminins trainees would have little difficulty passing the "poverty test" for admission to the Ouvroir program.

When officials from National Assistance were questioned about the role of food allotments in the Ouvroir program, they unanimously emphasized their importance. This was, of course, expected. Some went so far as to state that the Ouvroir Centers would be emptied if A.I.D. food assistance were cut off: parents of trainees would withdraw their daughters from the program and send them instead to work as domestics in private homes to supplement the family income.

Our interviews and observations lead us to conclude that the A.I.D. food component is important to the families of trainees, in the sense that it does generate active parental support of the program. Furthermore, the A.I.D. food assistance raises the status of the girl within her own family since she is seen as an economic asset rather than a financial burden. However, we doubt strongly that the Ouvroirs Centers "will be emptied" if food aid were cut off. In conclusion, it can be said that trainees in the Ouvroir programs are generally poorer than the trainees in the Foyers, and that the food component of the Ouvroir program is important, but NOT the decisive factor in the overall success of the program.

G. Summary

Non-formal educational training programs in Morocco are heavily biased toward training young girls in traditional feminine crafts to help them upgrade their social position and that of their family. For many, these programs serve the primary purpose of giving young girls something useful to do, and only secondarily of preparing them for employment, either at home or in the labor market. The literacy (educational) component of these programs is either weak or nonexistent. Very few Centers provide adolescents with training which is consonant with employment in the modern sector, or which will make them economically self-sufficient, and this despite the fact that there are definite employment opportunities for women with proper training.

The physical structures in which training programs are housed are inadequate, generally overcrowded, with poor sanitary and lighting facilities. The equipment is minimal and in most cases antiquated. Teachers are poorly paid and (in the case of the Ouvroir Program) poorly trained. The Monitrices of the Ouvroir Centers are at the bottom of the salary scale, making 250 Dirhams (about $55) per month. The Monitrices in the Foyer system earn four times that amount, but still considerably less than primary school teachers in Morocco.

The major challenge for both programs is to develop employment-related training and to develop ways of extending this training to girls who lack the formal educational credentials to seek job-related training through existing vocational training programs. The major hurdles which these programs face in meeting these challenges are three: (1) the need for trained (or retrained) monitrices; (2) the need for better facilities and equipment; and (3) the need to move beyond the present exaggerated emphasis on the less profitable traditional crafts. The following section presents ideas to help remedy these shortcomings.

VI. Recommendations

Despite preconceived notions of the restraining influence of custom and social pressure in an Islamic society, personal observation, as well as statements made by government officials, educators and concerned community leaders, led the team to conclude that the Moroccan woman has achieved legal equality, but is handicapped, primarily by limited educational opportunity and the lack of marketable skills.

The priorities of a developing country plagued by chronic unemployment are reflected in the formal educational system where girls constitute a third of the primary and less than a fourth of the secondary school enrollment. Educational investment, when choice is necessary, is still made in the person of the male child, the future family breadwinner. However, the recent marked increase in non-formal educational programs for girls indicates willingness on the part of families, particularly the poor, to consider new economic roles for their daughters. The two non-formal educational programs that cater exclusively to the adolescent female, the Foyer Feminins and the Ouvroir, are only able to admit one-third and one-fifth of all applicants, respectively. The educational background of girls admitted to both programs ranges from the illiterate to the high school drop-out, though the Ouvroirs program, which draws its trainees from the poorer segment of society, includes a higher number of illiterates. There seems, however, to be a discrepancy between the objectives of these programs, as delineated by Foyers Feminins officials and as observed in the present Ouvroirs curriculum, and the expressed needs of the trainees themselves. On the one hand, both programs are limited, primarily, to instruction in traditional, feminine crafts (knitting, crocheting, sewing) or domestic skills aimed at producing better wives and mothers (cooking, childcare, etc.). Many of the girls, on the other hand, expressed an interest in and, in many cases, a dire need to work. The first year trainees we questioned had no definite profession in mind, but girls in the third year, particularly the literate ones who had some degree of primary or secondary schooling, indicated interest in professions for which they were not prepared by the programs. Their aspirations were modest and stereotyped--housekeeper in a hotel, assistant monitor in a day-care center--but their vision was undoubtedly limited by the lack of viable options to the current training programs.

The domestically-oriented programs provided by the Foyer and Ouvroir serve a useful purpose in a society where the majority of female adolescents eventually marry. However, neither program in its present form is responsive to the changing social and economic conditions

which will determine the future of the trainees. There is no provision for the large number of trainees who will eventually be drawn into the labor market through poverty, divorce or the rising cost of living. Contrary to the underlying assumption of the existing programs, marriage and work are not mutually exclusive for women in Morocco.

In keeping with our concept of non-formal education, literacy is a basic component of any training program that seeks to inculcate skills beyond the simple mechanical level. It is also a prerequisite for efficient performances in the modern economy and for effective participation in modern society. We, therefore, recommend that all non-formal education programs contain a literacy and educational component.

As the trainees in both programs are mostly drawn from the economically deprived segment of society and are handicapped by lack of information about their established legal rights, we suggest the inclusion in all programs of a course on women in society. The object of this course would not be to urge rejection of the traditional role of the woman as wife and mother, but to supplement that role by broadening the scope of a woman's understanding of and usefulness to the community, the region, and the nation. It is important, we feel, that the course not challenge the existing cultural milieu and must, therefore, offer successful female models from Moroccan history, contemporary Moroccan society and other Islamic societies.

With the above in mind, we have concentrated our recommendations in three main areas:

- The strengthening of existing training programs for female adolescents to make them more relevant to the actual economic prospects of the trainees through (1) improving the basic education curriculum; (2) expanding the non-craft training with a view to employment prospects in the modern sector; and (3) upgrading the training of the monitrices, particularly those in the Ouvroir system.

- The expansion of the existing vocational/technical training program to include special centers for training women, particularly in skills related to industrial employment.

- Identification of specific problems requiring future study, and suggestions for implementing the team's recommendations.

A. Recommendations for the Strengthening of Existing Training Programs

It is important, in our opinion, to distinguish between the Ouvroirs Centers and the Foyers Feminins Program in terms of both responsiveness to the needs of trainees and ability and willingness to modify existing aims.

The Foyers Feminins program, generally admired for its efficiency and organization, is highly structured. It has limited scope for expansion, since the number of monitrices is determined by the ability of the civil service to absorb new appointees; the most recent class of monitrices has been reduced from 50 to 30. There seems to be a rigid attitude toward course content, which is in part dictated by traditional notions of the role of the woman as homemaker. We found no interest on the part of Foyer officials to modify the program to prepare trainees for employment in the market economy or to install placement counselors in the Foyers. Both of these changes were explicitly suggested to us by Foyer trainees themselves.

The Ouvroir system, on the other hand, is in the process of developing a literacy and general education program, and it is planning to introduce training in non-craft vocations. Equally important, the structure of the Ouvroir system is still in the process of forming; there is room for physical expansion as well as a general willingness, expressed by regional and Ministry officials, to modify the program to meet more effectively the economic realities which Moroccan women from the lower classes must confront.

Because of the greater flexibility and willingness to consider alternative training programs, the bulk of our recommendations will be directed toward the Ouvroir Training Program. However, we do suggest some modifications in the present program of the Foyers Feminins as well.

1. The Foyers Feminins Centers

The team recommends a number of changes in the curriculum and in the training programs offered to the monitrices.

a. Curriculum Changes

- The team recommends that the scholastic component in the Foyer curriculum stress functional literacy and basic arithmetic.

- The existing crafts program should include some quality control to produce exportable goods.

- New skills pertinent to the modern sector (i.e. typing, accounting) should be systematically introduced.

- A special course on women in Islamic society should be introduced in all Foyers.

b. Training of Teachers

We recommend that:

- The training period for monitrices be expanded to 24 months, to ensure a deeper grasp of the 25 subjects covered by the program.

- The quality of certain courses can be upgraded to enable monitrices to explore new occupational possibilities for Foyer trainees in the modern sector. For example, courses in "aesthetics," "decoration," and "art" could be combined or redesigned to promote marketable skills in graphics, textile design, and interior decoration.

- A new post should be created in the Foyer for a "monitrice" who can act as vocational and job placement advisor.

- The already scheduled courses on "the status of women" and "women, labor and legislation" should be expanded.

2. The Ouvroir Training Program

The Ouvroir centers have proliferated swiftly since the inception of the program in 1973 to include 55,000 trainees and 1,034 monitrices. The rapid growth of the program and the need to draw on any available structural or institutional resources have kept the program open to change and responsive to local needs and opportunities. In its present form, the Ouvroir program is a modified version of the Foyers, serving an ever poorer class of adolescent girls. However, it is the consensus of the team that the value of the Ouvroir program lies in its flexibility, its potential for growth, and the new objectives being pursued by the organizers.

With this in mind, we recommend a number of changes to improve the quality of the training provided by the present Ouvroir Centers

while retaining as much as possible its sensitivity to the changing needs of the trainees.

a. The Curriculum

The Ouvroirs Centers plan to introduce a scholastic component in the 1977 program. The projected scholastic component is sufficiently extensive in time and scope (comprising 50% of the trainees' course work, and including reading, writing, arithmetic, religious studies and civics over a three year period) to be considered an equivalent of a primary school education. A primary level equivalency certificate is recommended. The object of such a certificate would not be to qualify students to enter the formal educational system, but rather ensure some means of standardizing the scholastic component in rural as well as urban Ouvroirs. It could also serve as a qualifying certificate for admission to a middle level vocational school for more advanced training.

We recommend that a new non-craft semi-vocational component be introduced to the Ouvroir program that would provide trainees with skills marketable in the immediate community or region. As non-mobility is one of the problems faced by all women, but particularly the poor in Morocco, we suggest that the Ouvroirs situated in the urban areas introduce training in skills that are in demand in the nascent urban employment sector (i.e. typing, filing, bookkeeping, hairdressing, teaching aides, nursery aides, etc.). Ouvroirs in rural areas could stress skills relevant to the rural economy and its needs, i.e. assistant nurses, food preservation, packaging and grading of agricultural products, etc. We strongly recommend that a special course on Women in Society as outlined in the introduction be introduced in the curriculum of all Ouvroirs Centers. The function of such a course would be to make trainees aware of their rights and obligations as individuals and citizens.

b. The Teaching Personnel

Deep concern has been expressed by officials of the Ouvroir Training Program about the level of training of the present cadre of monitrices, especially in view of the new scholastic curriculum that is envisaged. As far as we could ascertain, no strict criteria have been developed for the selection of monitrices due to the rapid expansion of the centers and low salaries offered. There are, however, plans to establish a Teachers Training Center in the near future. We recommend, therefore, that each Ouvroir be provided with at least one "monitrice" with a minimum Brevet-level

education to supervise incorporation of the scholastic courses in the program. As we anticipate that monitrices with this level of training are scarce, if at all available, in the present system, we suggest that they be offered as an incentive a salary equivalent to that paid to Foyer monitrices (1,000 DH/month) and be accorded civil service status. We also suggest that the graduates of the proposed monitrice training school be given civil service status and that the new monitrice training center offer subsidized remedial training programs for existing monitrices, providing the more ambitious among them the opportunity to enter the civil service as well. Each Ouvroir should include one "monitrice" who can act as vocational and job placement advisor.

c. The Structures

The structures used by the Ouvroirs range from the aesthetically pleasing, elegant traditional home donated by wealthy private citizens to stark former army barracks. In most, there is room for improvement. We noticed a number of structural problems that required immediate action: (1) Many Ouvroirs were poorly lit, the sanitary facilities were primitive and seating arrangements crowded; (2) visual instructional aids were very rare; (3) equipment for craft training was inadequate and in some cases very old.

d. Marketing Policies

Since the Ouvroirs and Artisanat programs are both market-oriented and administered by the same Ministry, we suggest that strong coordination of their research and marketing policies would be to mutual advantage. The crafts training received by Ouvroirs girls would be particularly useful if reliable marketing outlets were found for the items they produce.

e. Monitrice and Trainee Participation in Planning

Our conversations with monitrices and students in various Ouvroirs lead us to believe that they could make an effective contribution to the development of the program if means were established to solicit their opinions and to encourage direct interaction between Ouvroirs from different provinces.

Two possible means of encouraging their participation are suggested here. First, an annual or biannual regional competition in which finished products submitted by individuals or entire Ouvroirs could be evaluated and prizes awarded. Setting the competition in different Ouvroirs each time and providing transportation and

accomodations for visiting groups would allow for an inter-regional exchange of ideas and experience and encourage innovation. Second, monitrices could be encouraged to submit an annual or biannual critique of the program as they see it or as expressed by their trainees. These reports could be evaluated on a regional or national level and considered in future planning.

B. Recommendations for the Expansion of Industrial and Commercial Training for Women

The second recommendation that we propose concerns including technical/industrial training programs for women in the current system of vocational training offered by the Centres des Formation et Qualifications Professionelles and coordinated by the Ministry of Labor. Earlier we mentioned that in the current network, vocational training in industrial technical schools is restricted to men. The notion prevails that women do not apply for admission to such programs because they do not consider industrial employment an option. Yet, from other official sources, there are clear indications that Moroccan women do work in factories, and that in the private sector they are provided with on-the-job training in various fields. It appears that the actual labor force behavior of women in the industrial sector does not match the type of vocational training provided by governmental non-formal educational programs.

In extending the training to a broader population, the centers would still be performing the same functions they currently perform, namely: (1) providing job placement for trainees; and (2) providing intermittent training courses for graduates and other workers to upgrade their skills. The extension of those functions to women would serve the needs of two populations: (1) those women already skilled in traditional handicrafts, but eager to go beyond the traditional economic roles; and (2) those women who have not had any training in traditional areas and who are clearly motivated to seek training in alternative roles. It should be noted that such a program would be particularly beneficial to girls from low-income families who have not had the opportunities to be fully integrated into the formal educational system, or appropriately trained for employment in the industrial and commercial sector.

In our discussion with government officials as to the feasibility of such a training program for women, we were offered several important suggestions. First of all, the provision of vocational training must be directly related to those areas in which some development is already apparent and where demand for skills is beginning to manifest itself. Secondly, it was suggested that it would be more fruitful to encourage small scale vocational training schemes tailored to the

needs and opportunities in each specific region. Hence, rather than establish a central Institute for women which would house female trainees from all over Morocco, it was proposed that a network of special vocational centers for women be established which would capitalize upon the specific labor needs of existing industrial and commercial establishments in each region. For example, it was suggested that vocational training in textiles be situated in Casablanca and Fez; training in food industries in Safi; and so forth.

There are distinct advantages to this region-by-region approach, not only economically, but also in terms of the needs of the women themselves. It is difficult for girls to arrange to be away from their families for extended periods of training; the closer the training center is to the home, the less likely is resistance from parents or relatives. Naturally, it is essential that dormitories for female trainees from outlying areas be established, and that each center be staffed by a female counselor who would assist trainees with personal and job-related problems.

The following are recommendations for female training in specific industrial and commercial areas. The areas were selected with a view to (1) the current and possible future demand for labor in those fields, and (2) the social acceptability of females working in these areas.

1. Recommended Extension and Expansion of Industrial Training for Women

a. Textiles and Weaving

There is a growing market both locally and internationally for Moroccan textiles. Between 1958 and 1973, production of textiles increased by 341%, in large part because the rapidly growing Moroccan population and the rising per capita income has spurred local demand for these products.

b. Watchmaking

Several sources in Morocco have indicated that jobs in the watchmaking industry are highly acceptable to women, and that female labor is preferred because of the manual dexterity, precision, and patience required. Morocco is seeking to develop this industry, and contacts with Siemens in Germany have been made. Indeed, in Fez we learned that fifty young Moroccan girls had been sent to Germany for a six-month training course with Siemens. The Industrial

Training Centers organized by the Ministry of Labor have begun planning a training program in this field—a program which they said would be open to both men and women.

c. Ready-Made Clothing

The Centre de Formations et Qualifications Professionelles in Casablanca proposes to launch in January 1977 an experimental training section for men and women in the manufacture of ready-made clothes. There will be 500 openings in this training program, and if women are accepted in more than token numbers, this represents a significant new area of economic opportunity for women.

d. Leather Manufacture

Morocco is supplementing its leather handicraft production with modern, standardized leather products for the international market. Our meetings with the Director of Artisanat indicated that there is a great demand for such modern leather products abroad. Recent Moroccan policy to restrict the export of crude leather will boost local production of leather goods—shoes, handbags, etc—that were previously manufactured in European countries. Since the machinery used in leather manufacture is very similar to that used in the ready-made clothing industry, training programs for women will not require major changes. Furthermore, since there are already substantial numbers of women employed in leather work in the private sector, there is a pool of skilled artisans from which trainers for these programs could be drawn.

e. Cosmetics

Apparently women are already being employed in this area, with training in a short on-the-job course provided by private employers. However, they are not sufficiently trained to be able to advance to the level of skilled worker. Recent requests to the Centre de Formations et Qualifications Professionelles in Casablanca led to an upgrading training course for women cosmetic workers which proved quite successful. A systematically organized industrial training course for women in cosmetology is highly desirable.

f. Assembly Industries

The entire range of assembly industries suggest almost infinite possibilities to provide women with on-the-job training. Electronics, in particular, is an area in which women in other developing countries have excelled.

g. Ceramics and Pottery

This is another area in which training programs for women should be developed.

2. Recommended Extension of Commercial Training for Women

As an extension of the current commercial training which is offered to women by the Centres des Promotions et Qualifications Professionelles, we would like to suggest the following two areas: key punching and lower and middle level managerial training for jobs related to the tourism industry.

Though we did not have a chance to visit the Hotel Training Schools under the Ministry of Tourism, we learned that the female component in these programs is minimal. At the same time, there is a growing demand for middle-level trained personnel in this area. There are obvious employment opportunities available which should not be lost to women. Efforts should be made to coordinate this type of training with the Ministry of Tourism in order to adjust the training to the qualitative and quantitative requirements of employment related to the tourist industry.

C. Recommended Programs in Agricultural Training for Rural Women

In the agricultural sector, women can be trained in food production and in agro-business. The former would require a formally trained agricultural extension technician--preferably a female--to instruct rural women (who are already heavily involved in agricultural work) in up-to-date methods of food production. At present, there is probably an insufficient number of female agricultural technicians in Morocco to fulfill this function, hence, the first step might be a training program in this area.

There are many economic opportunities for women in rural areas where high priority has been attached to increasing agricultural output in order to offset the alarming trend to import food from abroad. We should not be misled by arguments that women and young girls are not allowed to work in the fields, and therefore agricultural training programs are not appropriate for them. It is precisely the need for their labor on the family land that is in large part responsible for the low school attendance and high drop-out rates of Moroccan girls. In short, there is a dire need to introduce training programs specifically designed for girls and women in rural Morocco, where over 60% of the population resides.

In the area of agro-business, there are three areas where training programs for women could be particularly effective:

1. Poultry Raising and Marketing

This would include training young women to raise fowl, market the products (including eggs), and manage the business aspects of the poultry industry. Training emphasis should be placed on the practical aspects of poultry raising, marketing and management, rather than on the theoretical and scientific approach such as might be taught in formal agricultural programs.

2. Dairying

This includes training young women in the techniques of production of such diary products as milk, butter, cheese, yoghurt, and the like, and in the creation and management of dairying co-operatives.

3. Food Processing

This would include training to process, can, and market such items as fruits, vegetables, meat and fish, depending on the local agricultural economy.

D. Conclusion

The team is eager to see a lively discussion of its evaluation and recommendations, and trusts that this report has established a base for further discussion. The team recognizes that it is impossible to act on all of the recommendations at once, and suggests that two key studies be undertaken before proposals for new training programs for women are finalized. First, market surveys are needed to assess the actual structure of job opportunities in the modern sector of the economy, particularly in the private sector where a number of Moroccan women are already employed. And second, surveys of female trainees in the different non-formal educational programs are necessary to explore their perception of opportunities within the modern economy and their assessment of the usefulness of the training they are currently receiving.

These studies need not be accomplished simultaneously, though the sooner the information is available from these two surveys--one of potential employers, if you will, and the other of potential employees--the better. With this information in hand, it is our belief that a small team of experts in the area of non-formal remedial education and non-formal vocational training (especially industrial training) could quickly move to the design of specific projects to implement the recommendations contained in this report.

APPENDIX A

Weekly Schedule of Classes Offered to Foyer Feminins Trainees During the Third Year

Cooking	3 Hours
Mending	3 Hours
Pattern-Making	3 Hours
Dress-Making	6 Hours
Embroidery	1 Hour
Optional Handicrafts	2 Hours
Family Planning & Sex	1 Hour
Child Care	1 Hour
Recreation	3 Hours
"Practical Life"	1 Hour
Civics	1 Hour
Religion	1 Hour
Physical Education	2 Hours
Nutrition	1 Hour
Hygiene	1 Hour

APPENDIX B

Breakdown of the Yearly Schedule of the Training Course for Monitrices in the Foyers Feminins Centers

Psychology	20 Hours
Sociology	20 Hours
Pedagogy	20 Hours
Civics	14 Hours
The Status of Women	20 Hours
Women and Labor Legislation	10 Hours
Home-Making	132 Hours
Cooking	100 Hours
Dress-Making	187 Hours
Knitting and Crocheting	50 Hours
Embroidery	93 Hours
Esthetics	40 Hours
Decoration	20 Hours
"Promotion Feminine"	20 Hours
Child Care and Coops	5 Hours
Practical Life and Behavior	30 Hours
Correspondence	16 Hours
Games and Songs	30 Hours
Dance	15 Hours
"Technique d'Animation"	90 Hours
Protection of Infants and Mothers	20 Hours
Nutrition	20 Hours
Family Planning and Sex Education	20 Hours
Physical Education	70 Hours
Summer Camp	66 Hours